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CHALLENGES

A Catholic educator suggests that the challenges facing his schools—financial difficulties, declining enrollments, problems of governance, and a growing lay teaching force—will require innovative leadership.

See Page 12.

ARGUMENTS

The U.S. Supreme Court has heard arguments on the question of whether college students can constitutionally be denied federal financial aid because they failed to register for the draft as required by law.

See Page 13.

DISMISSALS

Deterred by the time and expense involved in dismissing teachers they deem incompetent, school administrators often resort to informal methods to "coax" poor teachers out of the classroom, according to a new study.

See Page 10.

EDUCATION WEEK

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Catholic Schools Asked To 'Infuse' Study of Peace Into Curriculum

By Cindy Currence

BOSTON—Roman Catholic schools can no longer call themselves "Catholic" if they do not "infuse" the concepts of peace and justice into the education and training of their students, said religious and educational leaders who spoke at the 81st annual meeting of the National Catholic Educational Association here last week.

The teaching of those concepts, the leaders said, will translate itself into political activity and a new public policy for a "fairer way of life."

"We have the power to destroy ourselves," said Sister Loretta Carey, director of the Fordham University/N.C.E.A Center for Education for Justice and Peace in New York City, "and I don't think we have the psychology or the morality or the perspective that that kind of power requires."

How Catholic educators can assist in promoting world peace was a major topic of discussion at the conference; several speakers focused on "infusion," a teaching method for integrating justice and peace concepts into school curricula.

First Meeting Since Letter

The conference, which drew more than 15,000 Catholic educators, was the first national meeting of the N.C.E.A. since the National Conference of Catholic Bishops completed a "pastoral letter" condemning the use of nuclear weapons and calling for an "immediate, bilateral, verifiable" agreement to halt the testing, production, and deployment of new nuclear weapons.

According to Sister Carey, who has for the last four years traveled across the country teaching "infusion-method training" to more than 400 Catholic education leaders, "We need an education to catch us up to what our potential is."

The seminars are designed to equip participants with the information and skill needed to train others in infusion techniques.

"We are talking about certain ways of looking at the world and ways in which students organize their information—not just for competition and for getting ahead and for self-aggrandizement, but for the community and for other folks."

The first step in training teachers is to convince them that peace education "is not optional in their teaching in a Catholic school," Sister Carey said, adding that peo-

Continued on Page 17

JOHN C. PHILLIPS/CHE

REFORM: The Secretary of Education and the report he says began it all.

Bell Marks Anniversary of 'Nation at Risk'

By Sheppard Ranbom

WASHINGTON—Secretary of Education Terrel H. Bell, marking the anniversary last week of the release of National Commission on Excellence in Education's report, said the report sparked a "cry for educational improvement that has permeated the land" and encouraged officials at all levels to launch reform activities.

But the year's "unprecedented" gains have been countered, the Secretary said in a press conference here, by "great disappointments," including the failure of many initiatives to advance the teaching of foreign languages and the opposition of the National Education Association to merit-pay and career-ladder plans proposed in the states.

'Decisive Steps'

The enthusiasm with which "A Nation at Risk," the excellence commission's report, was greeted, Secretary Bell said, encouraged legislators, governors, and school boards to "take decisive steps to change the way that we determine salaries and roles of teachers, upgrade promotion and graduation requirements for students, demand im-

Continued on Page 18

Calif. High Court Bars Schools' Use of Fees For Extracurriculars

By Linda Chion-Kenney

The California State Supreme Court has ruled that because extracurricular activities are "educational in character," public-school officials may not levy fees on students who participate in such activities.

In writing the majority opinion for the court, Chief Justice Rose Elizabeth Bird said, "It can no longer be denied that extracurricular activities constitute an integral component of public education."

The 6-1 ruling of the state's high court upholds a lower-court ruling that the Santa Barbara High School District cannot charge a $25 fee—it has risen to $35 since the suit began—for students' participation in each interscholastic sport or extracurricular activity. School officials had divided the activities into four categories—dramatic productions, music groups, instrumental groups, and cheerleading groups—and charged the fee for participation in each program within the categories.

Thus, a student participating in chorus, football, and a one-act play would be charged $105 under the current fee structure.

But in its April 20 decision in the case, *Hartzell* v. *Connell*, the high court said that all programs offered by public schools, even

Continued on Page 17

Sins of Omission

Texts and Religion: History as It Wasn't

By Susan Walton

The role of religion, described as one of the most fundamental and pervasive influences on American society, is "neglected and distorted" in many major American history textbooks, a new analysis contends.

"Religion is taken to be negligible in American history," the study says. "To the extent that it has had any influence, that influence is negative."

Not only are the textbooks surveyed incomplete in their description of the role of religion, but they include errors of fact and treat historical problems with "anachronism, discontinuity, and oversimplification," the report contends.

Robert Bryan, a writer who holds a Ph. D. in ecclesiastical history from the University of London, wrote the report, "History, Pseudo-History, Anti-History: How Public-School Textbooks Treat Religion" at the request of Learn Inc., a Washington-based private research foundation specializing in education policy.

"If I were an atheist, which I am not, I would want my kids to learn about precise-

Continued on Page 18

IN SUMMARY

Aiming for Excellence (Cont.)
Hawaii, Iowa, Kansas, Minnesota, and Vermont have concluded their legislative sessions with varied bills on education. **Story on Page 6.**

Reform Proposals in Maryland
The state's chief school officer has called for higher graduation standards and a special academic certificate. **Story on Page 8.**

A School-Finance Bill in Colorado
The state legislature, after debate on several school-finance proposals, has approved a compromise bill. **Story on Page 8.**

Scaling Back in Texas
An education-reform committee has decided to phase in its proposals in order to hold initial costs to under $1 billion. **Story on Page 9.**

Building a Model in Illinois
Business and research groups in Chicago are developing a school-reform project designed to be a national model. **Story on Page 9.**

No Substitute for Teachers
A New Jersey court has ruled that schools may not fill permanent teaching positions with long-term substitutes. **Story on Page 9.**

Beyond Blue-Ribbon Committees
Foundation officials at their annual meeting discussed the unfinished business of the school-reform movement. **Story on Page 11.**

Educational Research
The head of the National Institute of Education tells researchers of new initiatives to improve "dissemination." **Story on Page 13.**

Reauthorization Bills
A House subcommittee has attached controversial amendments to an omnibus bill reauthorizing education programs. **Story on Page 13.**

Appointments	21	Hearings	14
Commentary	19 and 24	Honors	20
Deadlines	20	Letters	19
Deaths	20	Marketplace	22
Events	20	Washington News	13

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THE WEEK

FEDERAL

B.I.A. To Seek Certification Rule For Teachers

Noting that "all of our teachers must be certified if we want quality education," a Bureau of Indian Affairs official has said he will ask the U. S. Interior Department's office of Indian education to review the status of uncertified teachers in the agency-funded schools and determine how they can best be certified.

Ken Smith, the department's assistant secretary for Indian affairs, told a group of B.I.A. school officials meeting in Phoenix on April 17 that more than half the teachers in the schools are now uncertified. Moreover, the teachers are not required to hold certification.

Until 1978, civil-service teachers in the B.I.A. schools were not required to be certified, Mr. Smith said. When a 1978 law was passed, those teachers already employed were "grandfathered" in, and were not required to work toward certification.

"I am told that we already have the methods within our present system to require the certification," Mr. Smith told the group, adding that he was determining whether those methods should be added as an amendment to the law governing American Indian education programs.

Court Rejects Racial-Quota Promotion Plan

A federal appeals court last week rejected an affirmative-action plan of the New Orleans police department that required the promotion of equal numbers of blacks and whites until half of the department's ranks were black.

However, the U. S. Court of Appeals for the Fifth Circuit also rejected the Reagan Administration's position that racial quotas can only be used to remedy past discrimination and that court-ordered remedies can only be applied to individuals who can prove that they were victimized by unconstitutional practices.

School officials have kept a close watch on the New Orleans police case and others like it because its outcome could affect similar hiring and promotion plans for teachers and other school employees.

The New Orleans plan, which was contained in a consent agreement that the city signed to avoid a prolonged legal battle, was suported by black officers but opposed by whites, women, and Hispanics. The Administration intervened in the 11-year-old case, *Williams* v. *City of New Orleans*, early this year.

The Administration also sought U. S. Supreme Court review of a similar plan involving the Detroit police department. The Justices declined to review the case, *Bratton* v. *City of Detroit*, last January.

NATIONAL

D.A.R. Members Urged To Protest Nuclear War Courses

Members of the Daughters of the American Revolution are being encouraged to protest the use of the "new nuclear curricula," which Phyllis Schlafly, who is a D.A.R. leader, says "thrusts an adult problem on the children."

A resolution recently passed by more than 2,000 voting delegates at the D.A.R.'s 93rd Continental Congress encourages members to "investigate and monitor local-school curricula, protest the use of the 'new nuclear curricula' in schools, and urge the elimination of politically motivated, anti-American material from the classroom."

Ms. Schlafly, the national chairman of national defense for the D.A.R., said last week that none of the nuclear-war courses in use in the public schools are "good history or good science."

"They are courses," Ms. Schlafly said, "that promote despair and depression. They are courses that have an overt psychological effect on the student, and they contain political propaganda in favor of pacifism and against a strong national defense."

"That's silliness," responded Lyle Hamilton, manager of public-relations services for the National Education Association, which has published a curriculum-related booklet on nuclear war.

"It reminds me a little of the people who don't want to show war pictures on television or in the newspapers because [the pictures] are too ugly," Mr. Hamilton said. "They just want to have a big war and have it over with, but don't show the ugly part because it might just get the people aroused and get them thinking. And if you get them thinking, they just might not want war."

Ms. Schlafly mentioned a booklet called "Choices" as one of five "new nuclear curricula" in use in the schools. She credited the N.E.A. with producing it.

But Mr. Hamilton said "Choices," which has been in use for about a year, is merely a "resource booklet" published by the N.E.A. and produced by the Union for Concerned Scientists.

Incentive Systems Hard To Implement, Federal Study Finds

A new study of teacher-incentive plans has concluded that the successful implementation of such plans, including both monetary and nonmonetary factors, "is a complex and difficult undertaking."

Conducted by the Urban Institute for the National Institute of Education and scheduled to be released late last week, the survey of past research and school-system practices found that for incentive plans to be successful, they must have the cooperation of teachers, provide "significant" awards of $1,000 a year or more, and use a "reasonably fair and objective" system of evaluating teachers.

"If any one element is done poorly or breaks down," the study concludes, "the whole process can sour."

The report's authors, Harry P. Hatry and John M. Greiner, studied two types of incentive plans: merit pay, in which at least part of a teacher's pay is linked to his or her performance; and non-monetary "performance-by-objective" plans that set targets for teachers at the beginning of the school year against which they are evaluated later in the year.

Other characteristics of successful incentive plans outlined in the study include: allowance of ample time for the design and implementation of a plan; regular evaluation of the plan; the ability of teachers to select from a number of different types of rewards, including non-monetary ones; and making the plan voluntary.

The N.I.E. was also scheduled to announce last week that it is distributing an extensive survey to 17,000 school administrators and teachers in a scientifically selected sample of 500 school systems as part of an effort to identify the conditions in schools that most affect teaching.

Preliminary results of the survey are expected to be available early next year, according to the agency, which is also sponsoring surveys of schools' community-service programs, vocational education, and guidance and counseling programs.

Testing Service Wins $1.4 Million in Damages After Theft

A federal judge in California has awarded the Educational Testing Service $1.4 million in damages from a Taiwan-based school that provides coaching on how to take E.T.S.-administered tests.

The testing service sued the school following the 1981 theft of some of its examinations.

U. S. District Judge William W. Schwarzer of California's Northern District granted the judgment against Merica Association, which operates two language and test coaching schools in Taipei.

Director of Minneapolis Theater School Charged With Molesting Pupils

By Pamela Winston

The director and founder of the nationally renowned Children's Theater Company of Minneapolis, John Clark Donahue, was arrested this month on charges that he sexually molested three students, aged 12 to 16. The teen-agers were students at the theater's high school.

Last week, additional members of the theater's staff were suspended as a result of the inquiry. School officials would not identify them or say how many were suspended.

Mr. Donahue's arrest concludes a two-year investigation of the theater company by the Minnesota Bureau of Criminal Apprehension. The bureau began the investigation in 1982 in response to rumors that Mr. Donohue was molesting students at his home and at the theater, according to Stephen Hennessy, assistant superintendent of investigation for the bureau. But no witnesses who would substantiate the rumors were found until recently, he said.

Theater Officials Told

The bureau informed theater officials of the investigation, but the theater's board of directors did not notify the parents of the theater school's 145 students, according to Marcy Dowse, director of communications for the school, who said the decision was made with the advice of lawyers and at the direction of the bureau.

The bureau informed school officials that they "were prohibited by Minnesota law from interfering in any way with an ongoing criminal investigation," Ms. Dowse said.

"[We were told] specifically that any contact with present or potential witnesses would be regarded as interference with a criminal investigation," she added. "We were also told that the [bureau] had no facts that would warrant taking action to protect students and that if the bureau received any facts we would be notified. We heard nothing until 1:30 p.m., April 18," when Mr. Donohue was arrested.

But Mr. Hennessy said that the decision to notify students' parents rested with the board, not with the bureau.

"We did not tell [the board] not to inform the parents, but we asked their cooperation in the investigation and requested that they not interfere," Mr. Hennessy said. "We were not in the position to ruin anyone's reputation with rumor."

Mr. Donohue is free on $150,000 bail.

The Children's Theater was founded in 1964. Four years ago, its high school was accredited by the North Central Association of Colleges and Schools. The theater also runs a program for grades 4-6 that was instituted two years ago.

Ms. Dowse noted that as of early last week, none of the school's students had withdrawn as a result of the charges against Mr. Donohue.

Other Cases

In related developments on other recent child-molestation cases:

- The seven defendants in the Virginia McMartin Preschool case in Manhattan Beach, Calif., on April 20 formally entered pleas of not guilty to charges of 115 counts of sexual child abuse. A preliminary hearing for five of the defendants was set for June 18.
- In Cullman, Ala., the county grand jury ordered the Childhaven Home, a shelter for dependent and neglected children, to replace most of its staff after charges of physical and sexual abuse were brought against workers there. If the staff is not replaced by the end of July, the Cullman County Grand Jury has recommended that the home's license be revoked.
- An investigation began in Chicago last week into charges that children may have been molested at the Rogers Park Jewish Community Center. A janitor at the day-care center has been taken into custody, and two teachers were suspended following evidence that as many as 32 children showed signs of possible abuse, warranting further investigation, according to the Illinois Department of Children and Family Services.

Will Calls for Focus on Careers for Handicapped

By Susan G. Foster

WASHINGTON—Speaking on a topic that has become one of her major concerns since taking office, Madeleine C. Will, assistant secretary for special education and rehabilitative services, urged those attending the Council for Exceptional Children's conference here last week to work toward eliminating the "artificial barriers" that prevent handicapped individuals from making the transition from school to work.

Ms. Will said that the handicapped have made significant advances over the last decade. But the goals of those whose aim is to continue that progress, she added, should be focused now on improving the lives of the handicapped after they have completed school.

Educators and advocates of the handicapped, Ms. Will said, must be concerned with ensuring that the lives of handicapped adults are "productive and integrated with the rest of society."

"The major challenges we face are not merely limited resources," Ms. Will said. "In my view," she explained, the "major challenges" are finding assistance for handicapped persons in agencies that have not traditionally provided such services or have limited dealings with the handicapped.

Problems of Transition

She cited as problems the tenuous relationship that exists between officials in regular and special-education programs in the schools; the lack of meaningful job-training programs for handicapped students in the high schools; and the lack of communication between schools and the medical community on medical breakthroughs relating to certain handicapping conditions.

Ms. Will, who established transitional programs for the handicapped as one of the U. S. Education Department's priorities after being named to her post last year, has been involved in the development of an initiative designed to encourage more employment and training opportunities for disabled people.

Demonstration Grants

The initiative, which is outlined in a policy paper prepared by department staff, would address five interrelated problems that now affect the ability of handicapped students to make the transition from school to work, according to Thomas Bellamy of the office of special-education and rehabilitative services.

Mr. Bellamy said the proposal calls for state demonstration grants aimed at improving special-education programs at the high-school level, creating incentives for employers to hire handicapped persons, increasing educational opportunities in postsecondary institutions, increasing supported-work opportunities, and making better use of job training and placement services for the handicapped.

The department is still in the process of developing the procedures for some of the problem areas identified, according to Mr. Bellamy. But he added the department has already begun some activities with postsecondary schools.

'Partnerships'

In her speech, Ms. Will said that communities should begin to build partnerships among the various agencies that offer services for handicapped students and "define responsibilities" for improving work opportunities for handicapped adults.

In the future, Ms. Will said, special education may take place outside the traditional classroom and in settings where handicapped persons can receive employment training that corresponds with their interests.

Boyer Urges Recognition of the 'Dignity of Teaching'

By Geraldine McCarty
Special to Education Week

DENVER—Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, said that 12 months after the issuance of "A Nation at Risk," the central theme to emerge from that and the other national reports on schooling is the search for a core of common education for all students.

State-Control Issue

Speaking to a plenary session of the Council on Foundations meeting in Denver on "Public Education in the 1980's: Beyond the Blue Ribbon Panels," Mr. Boyer said that in pursuing that search, all who are concerned with or about schooling must recognize the dignity of teaching, because "teachers, in the end, change lives forever."

Another panelist, Denis P. Doyle, director of education policy studies at the American Enterprise Institute, a Washington-based policy-studies group, warned about the increasing dangers of statewide control of education.

"An absolute passion for school reform has taken effect in 50 state governments," Mr. Doyle said. Citing the state of California, where between 1972 and 1982 the state share of the education budget climbed from 38 percent to 91 percent, he said, Mr. Doyle asserted that by 1980 state governments had become the dominant partner in education.

'Delicate Balance'

The impact of the Reagan deficit is to "impose a de facto defederalization of education," Mr. Doyle suggested. He said that states have a duty to impose certain minimum standards and guidelines but must resist the tendency to increase state control and restrain their impulse to be too narrow and restrictive.

Mr. Boyer echoed Mr. Doyle's concern, saying that the shift from local to state control "worries me enormously" and that the "delicate balance" between state guidelines and local control must be maintained.

He urged the philanthropists to focus as much as possible on the local school and its people to provide a counterweight to state control. "If we end up with less power for the teacher in the classroom, we will have failed when the dust from all the reports has settled down," Mr. Boyer said.

When asked what he would do if he had $500,00 to give to education, Mr. Boyer said that he would give small direct grants to principals and teachers, and provide money to create linkages between schools and supporting outside institutions.

DATABANK

Schools 1983: Statistics From The N.E.A.

Classroom Teachers

School year	Elementary school classroom teachers	Secondary school classroom teachers	Total classroom teachers
1973-74	1,152,181	986,103	2,138,284
1974-75	1,169,300	1,001,323	2,170,623
1975-76	1,170,036	1,021,414	2,191,450
1976-77	1,175,532	1,010,769	2,186,301
1977-78	1,176,340	1,019,505	2,197,461
1978-79	1,193,268	1,012,645	2,205,913
1979-80	1,209,356	1,008,129	2,217,485
1980-81	1,204,985	1,003,649	2,208,634
1981-82	1,192,023	967,918	2,159,941
1982-83	1,179,282	956,229	2,135,511
1983-84	1,171,053	946,004	2,117,057

Classroom Teachers' Salaries

School year	Average annual salaries, 1973-74 to 1983-84		
	Elementary	Secondary	Total
1973-74	$10,507	$11,077	$10,778
1974-75	11,334	12,000	11,690
1975-76	12,280	12,947	12,591
1976-77	12,990	13,776	13,352
1977-78	13,846	14,603	14,198
1978-79	14,680	15,450	15,032
1979-80	15,570	16,460	15,971
1980-81	17,241	18,125	17,642
1981-82	18,801	19,851	19,270
1982-83	20,205	21,380	20,175
1983-84	21,452	22,667	22,019

Sources of Revenue

School year	Federal		State		Local and other sources	
	Amount	Percent of total	Amount	Percent of total	Amount	Percent of total
1973-74	$4,701,436	8.3	$24,299,155	42.7	$27,868,712	49.0
1974-75	5,089,262	8.1	27,471,949	43.6	30,485,563	48.4
1975-76	5,948,918	8.5	30,616,967	43.7	33,463,141	47.8
1976-77	6,354,615	8.4	32,983,433	43.8	35,965,346	47.8
1977-78	7,231,520	8.8	36,369,088	44.3	38,545,341	46.9
1978-79	7,769,190	8.8	41,524,286	47.3	38,506,927	43.9
1979-80	9,009,674	9.2	47,930,633	49.1	40,728,599	41.7
1980-81	9,300,787	8.7	51,694,695	48.5	45,547,254	42.8
1981-82	8,429,899	7.4	55,103,609	48.6	49,899,993	44.0
1982-83	8,153,359	6.8	58,326,596	48.4	53,952,793	44.8
1983-84	8,202,166	6.4	62,571,382	49.0	56,824,034	44.5

Current Expenditure per Pupil in Average Daily Attendance

School year	Amount	Percent change	
		Over 1973-74	Over previous year
1973-74	$1,143	—	—
1974-75	1,286	12.5	12.5
1975-76	1,451	26.9	12.8
1976-77	1,602	40.2	10.4
1977-78	1,781	55.8	11.2
1978-79	1,971	72.4	10.7
1979-80	2,231	95.2	13.2
1980-81	2,494	118.2	11.8
1981-82	2,715	137.5	8.9
1982-83	2,944	157.6	8.4
1983-84	3,173	177.6	7.8

Source: The National Education Association, *Estimates of School Statistics 1983-84.*

Catholic Schools Asked To 'Infuse' Study of Peace Into Curriculum

Continued from Page 1

ple "must realize that this needs to be a part of every Catholic school and that a school really cannot call itself a Catholic school unless it is part of it."

The sessions begin with a review of Catholic social teaching, including an examination of the Bishops' pastoral letter on the use of nuclear weapons.

'Teachers at Their Best'

In addition to providing educators with instruction on conflict analysis, conflict resolution, and methods for achieving cooperation in a conflict situation, they are provided with extensive training in developing lesson plans that integrate those concepts.

"Our sense was that lesson planning was *the* professional activity of teachers, that that is where teachers are at their best, and that that is where they should be transformed," Sister Carey said.

The approach promotes peace and justice concepts in "every subject area, at every grade level," she added.

Infusion Techniques

Several teachers who spoke at the conference described examples of successful infusion programs at their schools.

A course in environmental science, for example, can be a good place to begin a discussion of land use and the ecological and social issues involved when a land-development project is considered, said Michael S. Griffin, chairman of the religious studies department at Northwest Catholic High School in West Hartford, Conn.

Although the text the class used did not address such issues, the teacher led students in a discussion of how the land was to be used, what problems the use might create for the people who live there, and whether the project would yield economic benefits for local residents or only for outside investors.

Deliberate Materials Selection

Other teachers at the school "deliberately choose course materials in which peace and justice concepts can be addressed," Mr. Griffin said.

English teachers frequently choose reading materials for their students on the basis of the social issues they address. Reading *The Invisible Man*, by Ralph Ellison or *My Planet 'Tis Of Thee*, a novel by Isaac Asimov about global interdependency and survival, often is required and followed by class discussions on the issues raised in the readings.

Students' research papers also must address social issues. "They are covering the skills of writing and research, but they are also bringing in materials which deal with the justice theme," Mr. Griffin explained.

The goal of infusion is to "raise the awareness" of teachers and students to the need for social change, Sister Carey said.

"Undoubtedly, this will translate into public policy," she predicted. "Education is one of the very important ways social change takes place. In this country, fortunately, we are a free society and changing minds is a political activity. I believe there will be, there must be, a change in the way we are conducting ourselves and our affairs."

Collision Course

In another session, the Rev. Robert F. Drinan, professor of law at the Georgetown University Law Center in Washington, D.C., and a former U. S. representative, told conference participants that the religious leadership is on a "collision course" with the United States government.

"The struggle against our government has just begun," he said. "The questions will become more complex and challenges more demanding. As Christians, we have openly repudiated the use and the threat of the use of nuclear weapons. The consequences of that courageous commitment are just beginning to become clear to us."

The stand against nuclear weapons and military aggression is one that is necessary for the salvation of the "entire future world," Father Drinan said, adding that the Catholic church, and Catholic schools, must be influential in the peace movement.

"I have a vision and a dream," he said. "I dream and pray that 50 years from now historians will look back and see a world that has set aside or greatly curtailed the possession of nuclear weapons and be able to trace nuclear disarmament to the moral initiatives of Catholic leaders in America."

And that vision is not impossible, he told conference participants, "because Catholic theology has the most developed moral system in the world and Catholic schools in America may be the best organized and most visionary of such institutions in the world."

The Laity in Catholic High Schools

	Principals	Administrators	Full-time teachers
Catholic layman	23%	34%	31%
Catholic laywoman	3	13	30
Non-Catholic layman	1	3	7
Non-Catholic laywoman	0	2	9
Priest, diocesan	9	4	2
Priest, religious	12	8	3
Religious man	13	9	4
Religious woman	40	27	14

Average Graduation Requirements

English	4.0 years
Religion	3.5 years
History/Social Science	2.8 years
Mathematics	2.1 years
Science	1.9 years
Foreign Language*	1.1 years
Fine Arts**	0.4 years

* 43% of schools have no requirements
** 49% of schools have no requirements

School Standards

Percent of high schools with a waiting list	38%
Percent of high schools which accepted all students who applied for admission (1983-84)	35%
Percent of high schools which admitted students in 1983 who had been expelled from public schools for disciplinary reasons	20%
Percent of high schools which admitted students in 1983 who had been expelled from public schools for academic reasons	18%

Academics

	Percent of schools offering course	average percent of students taking course
Algebra, first year	98	90
Algebra, second year	96	68
Art (history and/or appreciation)	54	29
Art (studio instruction)	80	27
Biology (intro. course with lab)	98	92
Calculus	77	15
Chemistry (intro. course with lab)	97	56
Computer programming in which one or more computer languages are taught	69	27
Family life and/or sex education	74	69
Geometry, plane and/or solid	98	83
French, first year	85	26
French, second year	84	23
French, third year	73	12
French, fourth year	58	6
Spanish, first year	92	49
Spanish, second year	90	44
Spanish, third year	79	20
Spanish, fourth year	63	9
Music (history and/or appreciation)	49	28
Music (instrumental or vocal)	73	21
Physics (intro. course with lab)	91	28
Remedial English	57	9
Remedial mathematics	60	10
Typing	94	66
Course concentrating on the culture and/or history of one or more minority groups (e.g. black studies, Hispanic studies)	18	9

Source: National Catholic Educational Association, preliminary findings of *A National Portrait of Catholic Secondary Schools.*

California High Court Bars Use of Activity Fees

Continued from Page 1

those offering no academic credit and outside school time, fall under the "free school" provision of the state constitution. The provision requires the legislature to "provide for a system of common schools by which a free school shall be kept up and supported in each district."

The court noted that the Santa Barbara High School District offers a "wide variety of courses ranging from cheerleading to madrigal singing and from archery to football."

The court found that those and other extracurricular activities are protected by the prohibition against school fees contained in Title V, Section 350 of the California Administrative Code. Section 350 says that "a pupil enrolled in a school shall not be required to pay any fee, deposit, or other charge not specifically authorized by law."

Wide Impact Seen

The decision is expected to have a significant impact on California school districts, where many officials—especially in response to Proposition 13, the property-tax-cutting initiative of 1978—have imposed fees to defray the costs of extracurricular activities.

Some observers also note that the ruling, because of the court's "progressive reputation," could have an impact in other states in which fee structures might be contested.

Santa Barbara High School District officials say they stand to lose $80,000 in activity fees next year. Jack Howell, assistant superintendent for secondary education, said officials will decide by January what programs they can no longer afford and what other revenue sources are available.

Maria Dennison, a lobbyist with the American Sports Education Institute, said a 1983 random sampling of 10,000 schools nationwide showed that 16 percent of the 4,031 schools that responded had "pay-for-play" programs. Ms. Dennison said the survey also showed that activity fees were charged by "well over 30 percent" of the schools in California, Utah, and Wisconsin.

"The basic effect of the [California] State Supreme Court decision is that there will be fewer school sports and physical-education programs,' Ms. Dennison said.

Thomas P. Anderle, the attorney representing the Santa Barbara High School District, agreed. "I think we'll see a lot less growth and some cutbacks and I think that's too bad."

Negative Effect Denied

But Kirk Ah Tye, the plaintiffs' lawyer, said he did not think extracurricular programs would be adversely affected by the court's ruling.

"Conceivably, of course, that could happen," Mr. Ah Tye said, "but school financing is really part of the political process. The legislature now has a burden to provide for the revenues to cover this part of the educational curriculum and, politically speaking, these types of things are really expected in a contemporary curriculum."

Mr. Ah Tye is a lawyer with Channel County's Legal Services Association, a law office of the federal government's Legal Services Corporation. In the suit, he represented Barbara Hartzell, a mother with two children in Santa Barbara schools at the time the taxpayers' suit was filed, and the Coalition Opposing Student Fees, a group of local organizations.

Sought to Avoid Cuts

The suit was filed shortly before the start of the 1980-81 school year. According to court records, the district school board had decided to institute a fee structure beginning in September 1980 to avoid having to cut the high-school extracurricular program. The board, which had pared about $1.1 million from its budget, said its contribution to activities would decrease. Inflation, declining enrollment, and the adoption of Proposition 13 were cited as reasons for the budget decrease.

The Santa Barbara Superior Court ruled in favor of the school district, but on appeal the California Courts of Appeal declared the fee structure unconstitutional.

Lone Challenge to Date

Warren S. Brown, assistant director of the National Federation of State High School Activity Asaociations, said he did not know of any other challenges to activity fees that have gone as far as the Santa Barbara suit.

He said his organization strongly supports the contention that extracurricular activities are educational, and it supports a fee structure only as a last resort.

"Participating activities are educational themselves in a variety of different ways and should be provided for like any other educational program in the school, such as chemistry or math," Mr. Brown said. "But if it comes down that you either pay a participation fee or not have an activity program, then as a last recourse, I suppose that's all right and should be done."

Allocation Needed

Mr. Howell said Santa Barbara officials had expected to raise about $80,000 in fees in 1984-85. Since those fees can no longer be levied, David Thomas, the superintendent of schools, plans to ask the school board to allocate $50,000 for extracurricular activities, the assistant superintendent said. There are also plans to ask each of the three high schools to contribute $10,000 from gate receipts of athletic events and reserve funds, Mr. Howell added.

"Then, by Janurary of next year, we'd have to get into a rather detailed study of what we can afford to carry further," Mr. Howell said. "We'd have to see whether we can tap sources of revenue we haven't been tapping or whether we should reduce the [extracurricular] program."

Another Source of Funds

Another source of revenue, however, could be forthcoming if two bills currently in the California State Legislature are adopted.

One Senate bill would impose a 10-percent excise tax on operators of professional sports teams and events. The money would be sent to school districts to support high-school interscholastic athletic programs. A hearing on the bill before the Senate Revenue and Taxation Committee is scheduled for May 16.

A similar measure in the Assembly is scheduled for a committee hearing May 21. That bill calls for excising a 3-percent tax on ticket sales and a 6-percent tax on broadcast and television rights.

Roger Kluth, a consultant for the Senate committee, said the bill was initially developed "because school sports' programs have been feeling the financial pinch due to the passage of Proposition 13 and reduced school aid from the state to such an extent that some school districts are charging fees to students who participate in school sports."

The state supreme court's decision, Mr. Kluth said, "would obviously make this bill even more valid."